

SALUDA RIVER ACADEMY FOR THE ARTS

1520 Duke Street
West Columbia, South Carolina 29169

GRADES	K-5 Elementary School	
ENROLLMENT	414 Students	
PRINCIPAL	David Sims	803-739-4095
SUPERINTENDENT	Barry F. Bolen	803-739-8399
BOARD CHAIR	Jerry S. Chitty	803-739-4708

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	64	26	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Excellent	Good	Yes
2004	Good	Below Average	Yes

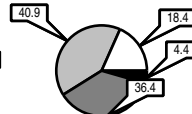
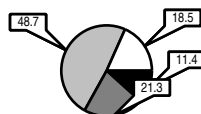
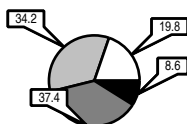
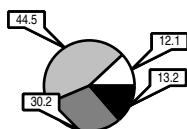
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

59.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	206	99.5	17.6	35.2	38.5	8.8	59.3	Yes	Yes
Gender									
Male	102	99.0	24.1	39.1	33.3	3.4	48.3		
Female	104	100.0	11.6	31.6	43.2	13.7	69.5		
Racial/Ethnic Group									
White	112	100.0	7.3	36.7	44.0	11.9	71.6	Yes	Yes
African-American	45	100.0	26.5	35.3	32.4	5.9	47.1	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	46	97.8	41.7	33.3	25.0	0.0	30.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	182	99.5	15.0	35.6	41.3	8.1	61.3		
Disabled	24	100.0	36.4	31.8	18.2	13.6	45.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	206	99.5	17.6	35.2	38.5	8.8	59.3		
English Proficiency									
Limited English Proficient	35	100.0	53.8	23.1	23.1	0.0	26.9	I/S	I/S
Non-Limited English Proficient	171	99.4	11.5	37.2	41.0	10.3	64.7		
Socio-Economic Status									
Subsidized meals	104	99.0	33.8	33.8	25.0	7.5	40.0	Yes	Yes
Full-pay meals	102	100.0	4.9	36.3	49.0	9.8	74.5		

Mathematics - State Performance Objective = 15.5%									
All Students	206	99.5	12.1	44.5	30.2	13.2	61.0	Yes	Yes
Gender									
Male	102	99.0	16.1	47.1	23.0	13.8	54.0		
Female	104	100.0	8.4	42.1	36.8	12.6	67.4		
Racial/Ethnic Group									
White	112	100.0	3.7	43.1	34.9	18.3	72.5	Yes	Yes
African-American	45	100.0	20.6	52.9	23.5	2.9	50.0	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	46	97.8	30.6	41.7	25.0	2.8	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	182	99.5	10.6	43.1	33.8	12.5	63.1		
Disabled	24	100.0	22.7	54.5	4.5	18.2	45.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	206	99.5	12.1	44.5	30.2	13.2	61.0		
English Proficiency									
Limited English Proficient	35	100.0	42.3	38.5	15.4	3.8	23.1	I/S	I/S
Non-Limited English Proficient	171	99.4	7.1	45.5	32.7	14.7	67.3		
Socio-Economic Status									
Subsidized meals	104	99.0	23.8	47.5	23.8	5.0	45.0	Yes	Yes
Full-pay meals	102	100.0	2.9	42.2	35.3	19.6	73.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	59	98.3	14.8	35.2	38.9	11.1	50.0
	Grade 4	62	96.8	8.0	30.0	52.0	10.0	62.0
	Grade 5	56	100.0	13.5	55.8	30.8	N/A	30.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	63	100.0	15.3	18.6	47.5	18.6	66.1
	Grade 4	74	100.0	18.8	40.6	36.2	4.3	40.6
	Grade 5	69	98.6	20.6	44.4	31.7	3.2	34.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	59	100.0	16.4	50.9	14.5	18.2	32.7
	Grade 4	62	100.0	7.8	31.4	33.3	27.5	60.8
	Grade 5	56	100.0	7.7	38.5	32.7	21.2	53.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	63	100.0	13.6	44.1	30.5	11.9	42.4
	Grade 4	74	100.0	8.7	55.1	21.7	14.5	36.2
	Grade 5	69	98.6	17.5	34.9	34.9	12.7	47.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 414)				
First graders who attended full-day kindergarten	84.7%	N/C	100.0%	100.0%
Retention rate	1.7%	Down from 2.8%	2.7%	2.7%
Attendance rate	96.3%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%		3.1%	3.5%
Eligible for gifted and talented	26.4%	Down from 31.1%	15.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.4%	Down from 5.7%	9.0%	8.2%
Older than usual for grade	0.0%	N/A	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	68.8%	Down from 71.9%	52.4%	51.4%
Continuing contract teachers	96.9%	Up from 90.6%	90.2%	87.5%
Highly qualified teachers**	89.5%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 92.5%	88.5%	86.7%
Teacher attendance rate	91.6%	Down from 93.7%	95.0%	94.9%
Average teacher salary	\$45,398	Up 3.2%	\$40,908	\$40,760
Prof. development days/teacher	9.4 days	Down from 10.2 days	11.9 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.7 to 1	19.3 to 1	18.9 to 1
Prime instructional time	87.1%	Down from 88.5%	90.3%	90.0%
Dollars spent per pupil*	\$6,555	Down 4.7%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	70.6%	Up from 69.9%	65.8%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Saluda River Academy for the Arts (SRAA) is a community school serving 455 pre-kindergarten through fifth graders as well as ESOL and arts magnet students. We are blessed with a very diverse population. A total of eight different languages are represented within our school. SRAA celebrates its accomplishments for the 2003-2004 school year and continues to focus on "Advancing Every Student." This year the United States Department of Education and the National Association of Title One Directors named us as a Nationally Distinguished Title One school. SRAA was also a recipient of the Palmetto Gold Award in recognition of its outstanding report card ratings. Adequate Yearly Progress was met and the Education Oversight Committee identified SRAA as a school that is reducing the achievement gap. Our accomplishments would not have been possible without the support of our district office, parents, students, and community.

Our faculty is dedicated to continuous improvement. High expectations coupled with an integrated philosophy are helping all Saluda River students to achieve. To strengthen our instructional areas, we have made a commitment to provide a learning environment that advances every student and models good citizenship. We continued to focus on best practices in reading and writing through staff development and professional readings. A total of four teachers have obtained National Board Certification and others are pursuing it. Parenting opportunities such as, The Art of Reading and Writing and Dinner and a Story, were provided to assist parents in supporting their child's learning at home.

We use the arts as a catalyst to improve our students' achievement, confidence, and communication skills. We offer a wide range of after-school art classes including: creative movement, jazz, Spanish, art, and karate. Our arts programs expose students to the various facets of the arts while teaching discipline, expression, cooperation, and character. Four artists in residence provided enrichment for our students during the year in the areas of drama, Caribbean music, and puppetry. Other highlights included performing with the Lake Murray Symphony Orchestra, creating a banner for Riverbanks Zoo to welcome the new Koalas, and painting holiday decorations on the windows at the Colonial Center with the Gamecocks. Many of our artistic opportunities were made possible through our Arts Curricular Grants and partnerships with community businesses.

Our Parent Teacher Organization (PTO) sponsored Goodies for Grandparents, Doughnuts for Dads, Muffins for Mom and numerous other activities for our students, teachers and community. Our students gave back to the community through participation in service projects. The PTO, School Improvement Council, and volunteers are the driving partners behind our success. The greatest contributing factor to the success of Saluda River Academy for the Arts can be summarized with - We Care! We extend an open invitation to those within and outside of our community to come and visit us and be a part of our TEAM.

David E. Sims, Principal
Gary Prince, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	57	44
Percent satisfied with learning environment	96.6%	91.2%	95.3%
Percent satisfied with social and physical environment	93.1%	87.7%	97.7%
Percent satisfied with home-school relations	96.7%	93.0%	88.4%

*Only students at the highest elementary school grade level at this school and their parents were included.